DOCUMENT RESUME

ED 472 207 SP 041 312

AUTHOR	Marion, Robin; Zeichner, Ken
TITLE	Practitioner Resource Guide for Action Research.
INSTITUTION	National Staff Development Council, Oxford, OH.
SPONS AGENCY	Department of Education, Washington, DC.
PUB DATE	2001-00-00
NOTE	48p.
AVAILABLE FROM	National Staff Development Council, P.O. Box 240, Oxford, OH 45056 (members: $16; nonmembers: $20). Tel: 513-523-6029; Tel: 800-727-7288 (Toll Free); Fax: 513-523-0638; e-mail: NSDCoffice@aol.com; Web site: http://www.nsdc.org.
PUB TYPE	Guides - Non-Classroom (055) -- Reference Materials - General (130)
EDRS PRICE	EDRS Price MF01/PC02 Plus Postage.
DESCRIPTORS	Action Research; *Educational Research; Elementary Secondary Education; *Teacher Researchers

ABSTRACT

This guide offers a compilation of annotated resources concerned with P-12 practitioner research, focusing on North America. The guide includes information about practitioner research networks, online sites, journals, collections of practitioner research studies, newsletters, funding sources in support of action research, and publications about practitioner research (books, booklets, chapters, papers, and articles). The guide uses terminology utilized by participants in the various practitioner research communities to describe their work. (SM)

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NATIONAL STAFF DEVELOPMENT COUNCIL

Practitioner Resource Guide

for Action Research

ED 472 207

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Robin Marion and Ken Zeichner

Practitioner Resource Guide

for Action Research

Robin Marion and Ken Zeichner

NATIONAL STAFF DEVELOPMENT COUNCIL

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Printed in the United States of America.

NSDC Stock #B130
NSDC member price: $16
Non-member price: $20

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About the Authors

ROBIN MARION

As a high school science teacher, Robin Marion first experienced the transformative power of studying her teaching practice through a teacher research program sponsored by the Collaborative Research and Extension Services for Schools (CRESS) Center at the University of California-Davis. Since that first experience as a teacher researcher in 1986, she has committed her energies to supporting other teachers with similar pursuits and studying the systematic process.

Whether through facilitating other teachers in northern California and central Wisconsin as they studied their practice, as editor of the *Action Research of Wisconsin Network* newsletter, or during three years of graduate study of the Classroom Action Research program supported by the Madison Metropolitan School District, her belief in the value of the practitioner research process for meaningful professional development of teachers has never wavered.

KEN ZEICHNER

Ken Zeichner is Hoefs-Bascom Professor of Teacher Education and Associate Dean of the School of Education at the University of Wisconsin-Madison. For the last 25 years, he has been actively involved in action research as a researcher of his own practice as a teacher educator, as a supporter of action research conducted by student teachers and teachers, and as a scholar who has written about issues concerning action research. Since 1994, he has worked in supporting the action research of teachers and teacher educators in the Southern African country of Namibia and has also consulted on issues related to action research in Brazil, and Chile. His recent publications include "Educational Action Research" in the *Handbook of Action Research* (Sage, 2000) and "Practitioner Research" (with Susan Noffke, American Educational Research Association, 2001).

Acknowledgements

Many individuals contributed to the development of this resource guide, particularly the members of teacher research communities across North America who sent us descriptions of their work and the resources upon which they rely. We want to especially thank Susan Noffke of the University of Illinois whose resource column for a recent American Educational Research Association - Division K newsletter was very helpful to our efforts.

In addition, a number of National-Louis University colleagues contributed online and hard copy resource suggestions, in particular David Hobson, Chicago campus and Marie Nelson, Tampa campus.

We also want to thank Cathy Caro-Bruce and Mary Klehr of the Madison Metropolitan School District who reacted to early drafts of the guide and gave us valuable suggestions for improving it.

The production of this guide was funded by the Office of Research and Information of the U.S. Department of Education. The information contained in this document does not reflect the position of the Department.

Introduction

Practitioner Resource Guide is a compilation of resources that are concerned with practitioner research. Our intent has been to provide a comprehensive guide to resources on practitioner research in P-12 education with a focus on North America. This guide includes information about practitioner research networks, online sites, collections of practitioner research studies, funding sources, and publications about practitioner research.

In the guide, we use terminology that participants in the various practitioner research communities use to describe their work. The broad term "practitioner research" covers a variety of terms used across North America to describe research on one's own practice by educators including teacher research, action research, participatory research, and self-study research.

The inclusion of particular resources in this guide does not imply an endorsement of the work of these sources. We have attempted to pull together a wide variety of resources for those who are engaged in or who support practitioner research. We view this as a living document that will change and evolve as a result of the insights and suggestions of readers. We invite readers to add or delete from what we have collected here. Please use the form on Page 9 to send us suggested revisions.

ONLINE UPDATES AVAILABLE

The contents of this book will be updated periodically and made available on the National Staff Development Council's web site at www.nsdc.org/marionzeichner.htm.

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Invitation to Contribute

We are very interested in including the resources you find most helpful, meaningful, and valuable as you work within the practitioner research community. Please take a few moments to share your favorites with us for inclusion as we update the online version of the guidebook, and print updated editions of the hard copy version.

Type of Resource _____

Author / Year of Publication _____

Title _____

Journal / Publisher _____

Contact information (be as complete as possible, including mailing address, phone, fax, e-mail, name / title of individual to contact, related web sites, etc.)

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Brief description of the resource / network:

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_____

Send this resource information to: **Robin Marion**
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Practitioner Research Networks

ACTION RESEARCH FOR SCHOOL-COMMUNITY PARTNERSHIPS

Milwaukee Public Schools
University of Wisconsin-Milwaukee,
Center for Urban Community Development
Milwaukee, Wisconsin

This innovative community education project engages teachers, administrators, parents, community residents, and representatives of a neighborhood organization in a yearlong planning effort. Together, they design and implement projects to meet their common interests.

One project involved designing and implementing a dual K-8 campus. The two campuses include an elementary school and the opening of a second school facility that was originally owned by the Catholic archdiocese. The school/community planning focused on broadening K-8 schooling into after-school programs for youth, adult education, community services, and related activities. As part of this planning effort, an action research seminar was organized for the participants. This class provided a vehicle within which participants could reflect and assess the progress in their planning efforts. The class also provided a place to raise, discuss, and resolve difficult issues. As a learning community, members assessed their needs, set goals, designed and undertook projects, and collected information to assess their performance and the impact on the school, families, and community.

For more information, contact Dan Folkman, University of Wisconsin-Milwaukee, (414) 227-3285.

ADULT EDUCATION TEACHER INQUIRY PROJECTS

Education Department, University of Rhode Island
Rhode Island Literacy Resource Center and the Rhode Island Department of Education
Kingston, Rhode Island

Adult Education Teacher Inquiry Projects have been supported in Rhode Island by funding obtained through section 353, Special Projects / Professional Development, of the National Literacy Act of 1991. A first round of projects was undertaken in spring 1996, followed by a second round the following spring.

Practitioners throughout the state are invited to submit questions they wish to explore during each round of the inquiry process. At the end of each cycle, they come together to share their findings. They participate in an orientation session at the beginning of each round of inquiry when information about practitioner-based inquiry is shared, suggestions are made, and guidance is given towards the development of their projects. Participants meet monthly. Reports of many projects undertaken since1996 are available at: www.brown.edu/Departments/Swearer_Center/Literacy_Resources/inquiry.html. This local project is also linked to the PDRN network described above.

For more information, contact Janet Isserlis, director of the Literacy Resource Center, (401) 863-2839.

ADULT LITERACY STAFF DEVELOPMENT PROJECT

University of Georgia, River's Crossing
Athens, Georgia

For several years, the Adult Education Department at the University of Georgia has worked closely with the Office of Adult Literacy to design, implement, and continuously improve a statewide system of staff development for adult literacy educators. One component is a Statewide Practitioner Inquiry Network. The network consists of 15 full-time teachers from as many as 15 school districts to create a community of teacher researchers in Georgia. The intent is to provide a long-term, intensive learning opportunity for teachers who exhibit the potential to devise solutions to complex local problems with implications for the larger field of adult literacy in Georgia. A web site for the network is currently under construction. Learn more by visiting: www.coe.uga.edu/adulted/staffdev/ and click on "Statewide Practitioner Inquiry Network."

ALASKA TEACHER RESEARCH NETWORK

Fairbanks, Alaska

This network began in 1991 and is made up of a group of educators who work in a variety of settings: public and charter schools (K-8) and universities. The network offers opportunities and support for teachers doing classroom-based research. This group meets once a month to read and discuss teacher research studies, and to offer support to colleagues. In June, the group hosts a two-day retreat where members read, write, and respond to the work of colleagues.

The network published three volumes of the collected work of its members in *The Far Vision, The Close Look* (1990, 1992, and 1994).

For more information, contact Shirley Kaltenbach, (907) 455-6239, University Park Elementary School, Fairbanks North Star Borough School District, Fairbanks, AK 99708, upkfsak@northstar.k12.ak.us or Terri Austin at tla@ptialaska.net

CLASSROOM ACTION RESEARCH (CAR) PROGRAM

Madison Metropolitan School District (MMSD)
Action Research of Wisconsin (AROW) Network
University of Wisconsin-Madison
Madison, Wisconsin

The CAR program is administered as part of comprehensive staff development in MMSD. In 1990, after two small pilots, money was obtained to support teachers' meetings by linking classroom action research to district priorities. Eight teachers became a core beginning group of action researchers. The funds were used to provide release time for teachers to meet, reflect, research, and write. Program administrators and participants consider the meeting times during the school day a vital component of the process.

The program grew from one initial group in 1990-91 to eight groups during the 1999-2000 school year. More than 300 Madison teachers have been involved in CAR. Participants apply each spring for the following school year. The group funding, primarily for substitutes, materials, and anthology printing costs has evolved into a complex grid of support from up to a dozen different sources of both soft and hard money.

Groups range in size from four to10 participants, and are guided by pairs of facilitators who are either teachers experienced in action research or district staff developers. Facilitators create a safe environment for collaboration, provide information about action research, guide the development of research plans and support participants. Groups meet away from school campuses in professional buildings that minimize distractions, maximize focus, and contribute to a sense that the work being done is important. The district provides six full days of release time for each participant, split over eight mornings and two full days. These meetings occur about once a month over the school year.

Final written studies for each group are published as an anthology. Participants are encouraged to share their research at staff meetings, conferences, and submit articles for publication elsewhere. Each Madison school receives a complete anthology set for its professional library.

A consortium of representatives from Madison area schools, colleges, and universities gather to further conversation about opportunities for teacher professional development. Called the

Action Research of Wisconsin (AROW) Network, the group has developed a mission statement, supported an annual action research conference, and developed a newsletter.

For more information, contact Cathy Caro-Bruce, Staff and Organization Development, 545 W. Dayton St., Madison, WI 53703, (608) 266-6456, or ccaro-bruce@madison.k12.wi.us or Ken Zeichner, University of Wisconsin-Madison, (608) 263-4651, zeichner@facstaff.wisc.edu.

DEVELOPING INQUIRING COMMUNITIES IN EDUCATION PROJECT (DICEP)

Ontario Institute for Studies in Education (OISE) and University of Toronto
Toronto, Ontario, Canada

This group consists of educational practitioners and university-based researchers committed to promoting inquiry as a key mode of learning and teaching at all levels in education. As an action research community with shared values and purposes, they aim to foster the collaborative construction of knowledge and the development of understanding about topics that are both individually and socially significant.

Supported initially by a grant from the Spencer Foundation, some members teach or pursue graduate studies at the University of Toronto. Participants cover a wide range of educational interests at all levels—1st grade to university—and consider themselves both teachers and learners. Some have worked together for many years, some have joined the community more recently, and they actively welcome new members from metropolitan Toronto. Members met monthly as a group to share their inquiries, and collaborate on publications and conference presentations. Between meetings, members maintain strong connections through an e-mail network.

For more information, contact OISE by mail at: OISE/UT, 252 Bloor St. West, Toronto, ONT CAN M5S 1V6, or phone (416) 923-6641. A back issue of the magazine Orbit, published by OISE is dedicated to the network. For a glimpse at the introduction, a table of contents for the issue, a sample article and ordering information visit: www.oise.utoronto.ca/orbit

GREATER ST. LOUIS ACTION RESEARCH COLLABORATIVE (ARC)

Educators in the St. Louis Area affiliated with a variety of institutions
St. Louis, Missouri

In fall 1992, teacher educators from several universities and colleges began meeting together for a number of reasons. They wanted to develop a forum to discuss their individual teaching, dilemmas within their teaching, and receive feedback. They wanted to learn from each other's work to expand their own perspectives. Finally, they hoped to share their action research work and explore possibilities of forming a wider action research consortium in the community.

Since then, St. Louis area educators have been supporting, learning about, and sharing the action research process in many ways. The collaborative was formalized in 1994 with the hiring of a coordinator, formation of an executive committee made up of four teachers and two teacher educators, and receipt of private foundation support. The St. Louis community has five teacher-professional development programs, which integrate action research into their teaching/learning process (Teachers' Academy, Educational Leadership and Action Research, Landmarks, Gateway Writing Project, and National-Louis University). Members of each of these were concerned that graduates of these programs had no network with which they could continue to discuss their continued action research. The collaborative was designed to fill that void.

The collaborative has initiated and supported activities that range from interest groups to conference sponsorship. Over five years, the collaborative awarded more than 100 mini-grants to teachers in greater St. Louis who study their practice. Groups that have been supported include a teacher educator interest group that shared papers and articles related to action research, an administrator's group that considered structural issues and barriers to implementing action research and listened to teacher researchers present their work, and a teacher interest group that focused on issues of conducting research while teaching.

In addition, a Reflective Practice Seminar series, a Developing Leadership in Action Research Institute and an Action Research Evaluation strand have emerged. The Evaluation

group has created a manual of standards for action research and has reviewed more than 100 action research reports. The full text of 24 reports is available on the Collaborative's web site at: http://into.csd.org/www/resources/arc/arc.html.

For information, contact Marilyn Cohn, Washington University, (314) 935-6780.

INQUIRY SEMINAR

The Learning/Teaching Collaborative
Edward Devotion School, a Brookline public elementary school
Graduate School at Wheelock College
Harvard Graduate School of Education
Brookline, Boston, and Cambridge, Massachusetts

The Collaborative is a teacher-initiated Professional Development School started in 1987 by two classroom teachers, Vivian Troen and Katherine Boles, in the Edward Devotion School, a Brookline public elementary school. The Collaborative's goals are to improve the work of teachers, reform pre-service education, and mainstream special needs students more effectively into regular classrooms. Troen and Boles arranged a partnership with the Graduate School at Wheelock College to conduct intense pre-service teacher education at Devotion School. They designed a team-teaching model that altered the organization of instruction, mainstreamed special needs children, and created new professional roles for classroom teachers in research, curriculum development, and teacher training during the school day. They call this last component Alternative Professional Time (APT), which provides classroom teachers with one day a week (six hours) away from teaching duties to assume alternative roles as curriculum writer, researcher, or student-teacher supervisor/college teacher.

In spring 1995, 10 teachers from the Devotion School made a commitment to form the seminar as a vehicle for enhancing their APT work. Mieko Kamii, director of the Center on College, School, and Community Partnerships at Wheelock, agreed to be the seminar's facilitator. The groups meet during the school day once every three weeks in three-hour sessions for the presentation of individual members' research. The seminar format includes forming an agenda and having two or three members present their work. Participants prepare by reading material prepared by each presenter. The Coalition of Essential Schools' Tuning Protocol provides a structure for reflecting out loud about a teacher-presenter's work and consists of: asking clarifying questions, giving "warm" supportive feedback, providing "cool" more distanced comments, providing time for presenter reflection and response, and group debrief and discussion.

For more information, contact Katherine Boles, Learning and Teaching, Coordinator of Spencer Research Training Program, Harvard Graduate School of Education, Cambridge, MA, (617) 496-0948 or katherine_boles@harvard.edu.

LAB AT BROWN ACTION RESEARCH PROGRAM

Northeast and Islands Regional Educational Laboratory (LAB)
Brown University
Providence, Rhode Island

The federally-funded Northeast and Islands Regional Educational Laboratory at Brown University initiated its action research program in 1997. The program grew out of a desire to guide educators in using action research as a professional development tool to help bridge the gap between educational research and classroom practice, specifically in linguistic and cultural diversity. School or district collaborative teams of classroom teachers, curriculum developers, curriculum coordinators, bilingual and ESL directors and administrators from New York, New England, Puerto Rico, and the Virgin Islands are eligible to apply for participation in the Institute for Cultural and Linguistic Diversity sessions on action research. Selected cross-disciplinary teams also receive ongoing technical assistance from a LAB researcher who acts as an on-site coach and a $1,000 discretionary stipend. Participants also can receive three graduate credits from Providence College at minimal cost by completing extra written assignments.

In 1998, the LAB at Brown sponsored 12 schools in yearlong projects. Teams identified a research focus in cultural and linguistic diversity areas such as student assessment, parent/community involvement, or bilingual literacy. They attended informational institutes in order to learn from school-based practitioners and educational experts about action research

processes. LAB research coaches facilitated regular team meetings. Teams conducted topic-related literature reviews, collected and analyzed data from their school sites, shared stories with other institute participants, and, in some cases, wrote reports.

An account of a 1998-99 project, "Dissecting my classroom: A teacher experiments with action research," by Julie Nora, ESL teacher at Roger Williams Middle School, Providence, R.I., is available at: www.lab.brown.edu/public/voices/3grt1999/actref.shtml#SUBMIT.

For more information, contact Don Bouchard, Northeast and Islands Regional Educational Laboratory at Brown University, 222 Richmond St., Suite 300, Providence, RI 02903-4226, (401) 274-9648, (800) 521-9550, fax (401) 421-7650, or info@lab.brown.edu.

LEAGUE OF PROFESSIONAL SCHOOLS

University of Georgia
Athens, Georgia

The League of Professional Schools, begun in 1989, is founded on a belief in the power of democratic purposes and principles to guide school renewal. Its mission is to create schools that are student-centered democratic learning communities that focus on improving teaching and learning for all. The League promotes a three-part framework for renewal that guides member schools in bringing its mission to life.

The framework consists of a (1) covenant of teaching and learning that is brought to life following a (2) shared governance process informed by the school's own (3) action research. A covenant of teaching and learning captures the beliefs that people in a school and its immediate community hold about exemplary teaching and learning. A school's goals, objectives, activities, curriculum, and instructional practices are filtered through the questions: Are they within the letter and spirit of our covenant?

Shared governance is the process through which people democratically decide what policies, activities, groups, and structures are put in place to bring their covenant of teaching and learning to life. The shared governance process includes agreements as to how decisions are made and what roles will be assumed by administrators, teachers, staff, students, parents, and community members.

Action research is the process of collecting data about the school and using the findings to make informed decisions about bringing some part of the school's covenant to life. Three basic kinds of action research can be employed: (1) individual research, where a teacher conducts research on her/his work in bringing some part of the school's covenant to life, (2) collaborative research, where several classroom teachers work together to bring some part of the school's covenant to life, and (3) schoolwide research where everyone in the school works together to bring some part of the school's covenant to life.

For more information, contact Lew Allen, University of Georgia, (706) 542-2516, or lewallen@arches.uga.edu, web site: www.coe.uga.edu/lps/.

PRACTITIONER DISSEMINATION AND RESEARCH NETWORK (PDRN)

National Center for the Study of Adult Learning and Literacy (NCSALL)

This network connects researchers from Harvard University, Rutgers University, Portland State University, University of Tennessee, and World Education, with practitioners in Rhode Island, Massachusetts, New Hampshire, Vermont, Maine, Virginia, Kentucky, Georgia and Tennessee. Plans are to expand to 20 states by the end of a five-year period.

Launched in 1997, the network seeks to function as a channel for communication and collaboration between NCSALL researchers and practitioners by disseminating information, developing working relationships, and sharing ideas on making research accessible to practitioners.

NCSALL is a collaboration between the Harvard Graduate School of Education and World Education. The organization pursues basic and applied research in adult basic education, builds partnerships between researchers and practitioners, disseminates research and best practices to practitioners, scholars, and policy makers, and works with the field to develop a comprehensive research agenda.

NCSALL produces two publications aimed at improving communication among researchers and practitioners. *Focus on Basics* is a quarterly magazine featuring articles written by practitioners, researchers, policy makers and staff

developers. Subscriptions are $8 per year, or texts can be downloaded free from the NCSALL web site at: http://gseweb.harvard.edu/~ncsall/ The annual *Review of Adult Learning and Literacy* features scholarly reviews of major issues, current research and best practices of adult learning and literacy. Information on this publication is also accessible from the web site.

Besides its publications, NCSALL has created the Practitioner Dissemination and Research Network as a direct link between research and practice. Through the network, practitioners can provide input on research design and dissemination, apply research, field test models, and assist with research projects. Briefs of projects are available, with invitations to practitioners to collaborate.

For more information, contact David Hayes, (401) 331-9261 or PDRNRI@aol.com. Visit this web site and navigate the numerous links to related resources and projects: www.brown.edu/Departments/Swearer_Center/Literacy_Resources/pdrn.html.

SCHOOL RESEARCH CONSORTIA (SRC)

University of Georgia and surrounding school districts
University of Maryland and surrounding school districts

Two consortia exist as collaborations between universities and teacher research groups in school districts surrounding them. From the outset, researchers at both universities have been committed to full partnership with teacher researchers. The National Reading Research Center (NRCC) supports the SRC connected with each site by providing funding and other requested support including workshops on research methods. In these groups, teachers "gather 'round the kitchen table," (Koskinen, 1995, *Reading Teacher*) and their talk alternates between personal and professional issues.

Patterns relating to reasons to meet, processes that evolve, and impact on educators and education have begun to emerge from studying of the interactions between the 36 school-based and four university-based researchers in the University of Georgia-affiliated SRC. Teachers see an impact on students, and university-based researchers are learning new roles.

For more information, contact Patricia Koskinen, National Reading Research Center, University of Maryland, 2102 J.M. Patterson, College Park, MD 20742 or pk21@umail.umd.edu.

TEACHER ACTION RESEARCH PROJECT (TAR)

Bay Area IV Professional Development Consortium
San Francisco Bay Area, California

TAR is a state-funded effort designed to simultaneously support professional development and school reform in the San Francisco Bay area. The project involves mixed levels of cohorts of elementary, middle, and high school teachers from urban, rural, and suburban settings. Teacher researchers participate as members of a team of two or more teachers from a school. All the researchers meet with Anna Richert, a faculty member at Mills College, for at least 10 days during two years.

Meetings focus on developing research and inquiry skills, building community across school sites, and learning about school reform by systematically investigating the process of change TAR researchers are expected to create two written products: a "story of practice" which the teacher writes and analyzes for its connection to a larger set of schoolwide issues, and a school change study which is collaboratively written by the research team.

Richert has identified certain program features that most promote teacher development. These include a sense of collective responsibility for school reform promoted by the project, the story writing process that begins the research work, the ownership that teachers have of their research questions and study designs, the "audience" factor that teachers associate with the publication process at the end of the project, and the respect within the program for the knowledge and values that teachers bring to the research experience.

For more information, contact Anna Richert, Mills College, (510) 430-3160, anna@mills.edu, or the Bay Area Professional Development Consortium, Alexa Hauser, director, at ahauser@smcoe.k12.ca.us.

TEACHER RESEARCHER NETWORK

Fairfax County Public Schools
Fairfax, Virginia

This grassroots, teacher-driven network provides time for teachers to work with colleagues on research projects with assistance from experienced teacher researchers. Teachers develop research questions based on their curiosity about teaching and learning in their classrooms and examine their underlying assumptions about teaching and learning. They systematically collect data from and with their students, analyze and interpret data with the support of fellow teacher researchers, write about their research, share findings with students, colleagues, and members of the educational community, and assume responsibility for their own professional growth.

The Network supports practicing teacher researchers and educates others about their work. Its newsletter, available on the web, links teachers. A database directory of other local teachers engaging in research and information about their studies, programs to educate administrators, teachers, and parents about the work of teacher researchers, and a course for school-based teacher research leaders have been developed. Each spring, Fairfax County Public Schools sponsors a conference in collaboration with the Greater Washington Reading Council, and the Northern Virginia Writing Project. This conference provides a forum for over 40 presenters and 250 educators to discuss research studies on teaching and learning.

Copies of completed studies by teachers from the Network are available at the Fairfax County Public Schools Professional Library, (703) 503-7420.

For more information, contact Denny Berry, Department of Instructional Services, Office of Staff Development, Fairfax County Public Schools, (703) 208-7825, or network coordinators Betsy Sanford at betsy_sanford@fc3.fcps.k12.va.us or Kathy Hermann at hermann@fc.fcps.k12.va.us. Visit the web site at www.fcps.k12.va.us, press index, then press teacher research, or go directly to: www.fcps.k12.va.us/DIS/OSDT/tchrindex.htm.

TEACHER RESEARCH PROGRAM

Collaborative Research and Extension Services for Schools Center (CRESS)
University of California-Davis
Davis, California

The CRESS teacher research program offers yearlong seminars for teachers interested in conducting systematic research in their own classrooms or schools. The program supports a regional network of teacher research groups. An experienced teacher researcher facilitates each group and, taken together, the groups support teachers of all grade levels and from all disciplines.

Most CRESS teacher research groups consist of four to12 teachers. In these groups, teacher researchers examine different approaches to classroom inquiry, focusing on methods teachers can use to investigate student learning and their own development as teachers. A few of the 20 or so groups are discipline-based; most are school-based. The teacher participants are committed to improving their own practice and the success of their students.

CRESS staff works with teacher researchers to prepare teacher research papers for publication in *Windows on Our Classrooms*, collections of teacher research studies. There are currently eight volumes available (see Collections of Practitioner Research Studies). Recent papers have focused on teachers' investigations of primary grade student writing, discipline-based arts instruction, and middle school homework policies.

Groups meet twice a month for about 2 1/2 hours each time. The yearlong course is available for credit through the university. During the fall quarter, teachers begin keeping field notes of events in their classrooms, recording observations and reflections, and collecting samples of student work if pertinent. During meetings, they discuss patterns and themes that emerge from field notes and generate research questions that they examine in more detail during the remainder of the year. Throughout the year, teachers continue to observe students, collect data, analyze their findings, and talk with colleagues. They prepare draft reports in the spring for review with their colleagues and do subsequent revision before submitting completed studies in June.

CRESS supports teacher research in a number of ways. Group facilitators are invited to monthly meetings to discuss their group's

activities and to receive information regarding upcoming events. Two or three meetings are scheduled each year to address special areas of interest, such as portfolio assessment or grant writing. These special interest meetings are open to the entire network and their guests. Each spring, CRESS sponsors a weekend symposium on teacher research, "Voices from the Classroom," in northern California that attracts teachers from all over California, parts of Nevada, and has sponsored visits from action researchers from Wisconsin. The culminating activity each year is a supper seminar when teachers share their work with one another. Selected studies are published as anthologies (see Collections of Studies).

For more information, visit the CRESS web site at: http://education.ucdavis.edu/cress/ Select "Programs and Projects," then "CRESS Teacher Research Program." The web site offers information about projects and programs supported by the center, a bibliography of books in the CRESS Teacher Resource Library, and CRESS "Guidelines for Conducting and Publishing Teacher Research," etc.

For more information about the network, contact Pam Castori, coordinator, Teacher Research Program, CRESS Center, Division of Education, University of California-Davis, Davis, CA 95616, (530) 752-4284, or pscastori@ucdavis.edu.

TEACHER STUDY GROUPS

The Lawrence School
Brookline, Massachusetts

For over a decade, the Lawrence School, a culturally diverse public elementary school in Brookline, has been a very active place for teacher research. Three teachers started the program and continue to organize and facilitate two after-school study groups. The study groups—one focused on individual students and the other on children's literature—have involved 15 Lawrence teachers, all volunteers.

The individual child study group uses a highly structured protocol faithfully adhered to at each meeting. The protocol consists of informal conversation, followed by a focus on a particular word or question. Chairperson and note-taking responsibilities rotate among group members. A particular talk protocol called "rounds" is then used to structure the discussions, which involves allowing everyone in the circle to speak before cross-circle discussions begin. At the end of each session, the chair summarizes the content of the meeting.

In contrast, the children's literature group uses an informal conversation style rather than following a structured protocol. The topics of these meetings involve discussions of children and their learning in relation to commonly read texts or theme-based literature.

Although both study groups provide significantly different models of teacher inquiry, both create a physical and intellectual space away from the hectic pace of the school day where teachers can slow down and reflect about issues of teaching and learning.

Several key factors have been linked to the success of the Lawrence School program. Attendance is voluntary and sustained over a long period of time. The knowledge teachers bring to the experience is valued. Teachers are encouraged to question their assumptions. Group sessions have a focused mission known by all participants. Teachers autonomously control this professional development process leading to a commitment to invest in self-examination and improvement.

For more information, contact Karen Gallas at kgallas@bsfcs.org.

TEACHERS' UNION SUPPORTED TEACHER RESEARCH

British Columbia Teachers' Federation (BCTF)
British Columbia, Canada

Charlie Naylor of the BCTF has worked to develop pro-active research roles for teacher unions. Some of the ways this has been accomplished are outlined in the paper, *Developing Pro-Active Research Roles for Teacher Unions*, available at the web site: www.bctf.bc.ca/publications/ResearchReports/97TR)!.html

The union has supported a number of projects. One project engaged teachers in work with parents about ways to improve collaboration and early literacy. Another project involved groups of elementary teachers with whom two facilitators met monthly to share ideas and discuss progress. Another project connected the Univ. of British Columbia, union management, and three local teachers' unions by facilitating

gatherings during which topics of professional interest were chosen to study. Ten days of release time were funded for each teacher researcher, primarily by the district with help from the union. Still another project provided funding for five teacher researchers to have five release days to document their action research on identification, assessment, or programming for ESL students with special needs.

The union sponsors a two-day workshop before beginning each project. The workshop focuses on ways to do teacher research and conversations about why the process is a valid form of professional development. Teachers are facilitated as they complete their research through phone, e-mail, and face-to-face contact. At the close of each project year, teachers write reports of their experience and findings. The union provides both editing and publishing support for reports. Reports are available at an online forum supported by the union called the *Teacher Inquirer* at: www.bctf.bc.ca/inquirer/

More information is available on the BCTF home page at: www.bctf.bc.ca/

Or contact Charlie Naylor at (604) 871-2294 or cnaylor@bctf.bc.ca.

Online Sites

ACTION RESEARCH NETWORK, IRELAND
www.ireland.iol.ie/~rayo/

This network is made up of a variety of researchers—people who work in schools, colleges, banks, and civil service among others. The site contains recommended readings, news, and links to other sites.

ACTION RESEARCH LINKS
www.scu.edu.au/schools/sawd/ari/links.html

This list of sites offering links and resources relevant to action research, action learning, and other related topics is maintained by Bob Dick, adjunct professor, School of Social and Workplace Development, Southern Cross Univ., Australia.

ACTION RESEARCH LISTSERV
www.tile.net/lists/actionresearch.html

Subscribe to this listserv, maintained by the Univ. of Iowa, to join conversations about action research. Subscription directions are provided at the site.

ACTION RESEARCH PAGE
www.cudenver.edu/~mryder/itc/act_res.html

Martin Ryder, instructional technology staff, School of Education, Univ. of Colorado- Denver, maintains this listing of links to articles and other resources connected to action research. For more information, e-mail Ryder at mryder@www.cudenver.edu.

ACTION RESEARCH RESOURCES
www3.extension.umn.edu/people/fhoefer/educdsgn/actresrc.htm

The Univ. of Minnesota Extension Service maintains this site which provides links to about 40 other sites with an action research focus.

ADULT EDUCATION TEACHER INQUIRY PROJECTS AND RELATED RESEARCH RESOURCES
www.brown.edu/Departments/Swearer_Center/Literacy_Resources/inquiry.html

This site contains information about, and reports of practitioner-based inquiry and research work in Rhode Island, as well as links to information developed around the world related to language and literacy development.

ALLAN FELDMAN'S READING LIST AND COURSE SYLLABUS
www-unix.oit.umass.edu/~afeldman/AR.reading.list.html

Feldman is a science educator who has placed online the materials he uses to teach an action research course at Univ. of Massachusetts. Contact him at: afeldman@educ.umass.edu.

BEST COPY AVAILABLE

ALLIANCE FOR ACHIEVEMENT: TEACHER ACTION RESEARCH NETWORK PROJECT DESCRIPTIONS
www.adi@adi.org/action.html

This work, sponsored by the Annenberg Foundation, and directed through the Academic Development Institute, supported teachers at three Chicago, Ill., schools as they conducted action research projects. Norman Weston, professor, National-Louis Univ., was action research advisor to the teachers. This site contains descriptions of 22 projects completed at the three schools as well as information about a community newsletter and journal.

ACTION RESEARCH AND EVALUATION ONLINE (AREOL)
www.elmo.scu.educ.au/schools/sawd/areol/areol-home.html

This is a 15-week online course offered as a public service by Southern Cross Univ. and the Institute of Workplace Research Learning and Development in Australia. Full text papers and case studies associated with the online course are at: www.elmo.scu.edu.au/schools/sawd/arr/arr-home.html

ACTION RESEARCH AT QUEENS UNIV.
www.educ.queensu.ca/~ar/

This site contains resources related to action research, links to other action research web sites, papers from AERA 2000, and action research reports from a course offered during the 1999-2000 school year.

ACTION RESEARCH BOOKS
www.scu.edu.au/schools/gcm/ar/arp/books.html

The following site is a compilation of books on action research put together by Bob Dick, adjunct professor, Southern Cross Univ., Australia.

For more information about the sites maintained by Southern Cross Univ. (scu.edu.au), contact Bob Dick at telephone 02 6620 3359 or bdick@scu.edu.au.

ACTLIST-L
www.scu.edu.au/schools/sawd/ari/atlist.html

This is an action technologies mailing list that covers action research, action learning, action science, and related research methodologies maintained at Southern Cross Univ., Australia.

ARLIST

This is an electronic forum maintained at the Univ. of Queensland, Australia, where people can discuss issues about the theory and practice of action research. It is accessible to anyone connected to the Internet. Topics on ARLIST include issues in theory and practice, action research methodologies, useful resources, and announcements. To subscribe, e-mail the message "subscribe arlist" to arlist-request@psy.uq.oz.au.

ARMNET-L
www.scu.edu.au/schools/sawd/ari/armnet.html

This is a mailing list for discussion of issues related to action research, specifically as a research methodology, maintained at Southern Cross Univ., Australia.

ASK ERIC
askeric.org/ OR ericir.syr.edu/Eric/

This site is invaluable to practitioner researchers who can locate publications from their home computer. The site contains research reports, conference reports, U.S.-funded educational study findings, U.S. government statistics, curriculum guides, and pamphlets. Most are available in full text at the addresses listed above.

BREAD LOAF RURAL TEACHER NETWORK

www.breadnet.middlebury.edu

Each summer, Bread Loaf assembles teachers and learners for graduate studies in four locations. Bread Net is an extension of this experience, a national network that links the classrooms of Bread Loaf teachers. A series of online conferences are described, some public, others private, and the network publishes a magazine twice a year. Begin with the Bread Loaf School of English site, then select "Bread Net" for online conference information and "BLRTN Magazine" for more about the publication.

CALIFORNIA TEACHER RESEARCHERS' MAILING LIST

www.tile.net/lists/trgroup.html

Sponsored by the Univ. of California-Davis, this mailing list offers conversation about teacher research issues with others similarly interested. Subscribing information is available at the site provided.

CENTER FOR ACTION RESEARCH IN PROFESSIONAL PRACTICE AT UNIVERSITY OF BATH, UK

www.bath.ac.uk/carpp/

This site offers access to professors Peter Reason's and Jack Whitehead's web sites, publications, description of the postgraduate program in action research offered at Univ. of Bath, and archives of action research reports. Download abstracts and articles at www.bath.ac.uk/~edsajw.

COLLABORATIVE ACTION RESEARCH NETWORK (CARN)

www.uea.ac.uk/care/carn/

CARN is an international network committed to supporting and improving the quality of professional education practice. The site offers information about joining the network, access to a listserv, publications, links to other sites, newsletters and conference proceedings. The site is maintained at the Univ. of East Anglia, UK.

COMM-ORG

uac.rdp.utoledo.edu/comm-org/research.htm

This page offers links to action research resources and projects involving communities, sometimes in partnership with universities, committed to changing the social and economic conditions inside and outside of their communities. This page is maintained at the Univ. of Toledo, Ohio.

CRESS CENTER TEACHER RESEARCH SITE

www.education.ucdavis.edu/cress/

The Collaborative Research and Extension Services for Schools Center (CRESS) at University of California-Davis has designed this site for teacher researchers. It includes a program description, a calendar of events, introduction to currently running teacher research groups, a sample recruitment flyer, information on the annual CRESS conference in northern California, institutes offered to teacher researchers supported by the center, descriptions of funded CRESS Presidential Grants, anthologies of selected teacher research studies, CRESS guidelines for publication, ethical standards for research, listserv links, and a bibliography. Select "Programs and Projects", then "CRESS Teacher Research Program."

EAST ST. LOUIS ACTION RESEARCH PROJECT

imlab9.landarch.uiuc.edu/%7Eeslarp

This site describes the action research activities since 1990 of faculty and students from the Univ. of Illinois-Urbana/Champaign who work with the Illinois Cooperative Extension Service and East St. Louis neighborhood groups on highly tangible and visible projects that address immediate and long-term needs of some of the city's poorest communities. Information about completed projects and works in progress is available.

EDUCATING AS INQUIRY
www.users.andara.com/~jnewman/

This is a site developed by Judith Newman, educational consultant and author of *Interwoven Conversations* and other works about teacher action research, who lives in Halifax, Nova Scotia and teaches distance education and online courses.

EDUCATION-LINE
www.leeds.ac.uk/educol/

This is part of the electronic libraries program from Brotherton Library, Univ. of Leeds, UK. It contains conference proceedings, news, and slideshows, some of which address action research issues.

EDUCATIONAL ACTION RESEARCH
www.triangle.co.uk/ear/index.htm

Information about this international fully refereed journal concerned with exploring the unity between educational research and practice is available online. The journal is published three times per year. Subscription and submission information, related web sites, and journal contents are available at the site.

GREATER ST. LOUIS ACTION RESEARCH COLLABORATIVE (ARC)
info.csd.org/www/resources/arc/arc.html

This site contains a database of juried action research project descriptions from kindergarten to postsecondary and links to other sites.

INQUIRY TOOLS FOR TEACHERS
www.essentialschools.org/projects/iitic/iitictools.html

This site is supported by the Coalition of Essential Schools and the project Improving Instruction through Inquiry and Collaboration. It is a product of a project through which the Southern Maine Partnership and the coalition's Northwest Center each work with three local schools to assess and improve classroom instruction. The site offers a variety of materials including early drafts of teacher questions, criteria for researchable questions, ways to refine research questions, what counts as data, etc.

KNOWLEDGE LOOM/BEST PRACTICES ONLINE FOCUS GROUPS SUMMARY (JULY 1999)
www.lab.brown.edu/bpo/focus/welcome.shtml

This site contains data collected through an online focus group discussion conducted by LAB at Brown Univ. from March-July 1999. Questions and summary responses are available for perusal.

MADISON METROPOLITAN SCHOOL DISTRICT
www.madison.k12.wi.us

This web page, developed and maintained by the school district, contains *Voices of Madison*, abstracts of Madison classroom action research studies completed since 1989, articles about action research, and copies of the Action Research of Wisconsin Network (AROW) newsletter. Locate these materials by selecting "staff development" and then "classroom action research."

NETWORKS: AN ONLINE JOURNAL FOR TEACHER RESEARCH
www.oise.utoronto.ca/~ctd/networks

Supported by the Univ. of Toronto, *Networks* publishes teacher research studies and book reviews. Information about subscription and submission is available at the site.

PAMELA LOMAX'S HOMEPAGE
www.bath.ac.uk/~edsajw/lomax/

This site is maintained at Kingston Univ., UK. Although still under construction, this site contains a publication list, and an invitation to comment on work in progress.

PARTICIPATORY ACTION RESEARCH NETWOK (PARNET)
www.parnet.org.

Supported by Cornell Univ. with an electronic forum, this site links to other web sites and a calendar of events connected with actio research worldwide.

PARTICIPATORY ACTION RESEARCH SITES
www.goshen.edu/soan/soan96p.htm

Ronald Stutzman, department of socioloy, social work and anthropology at Goshen College, Indiana, provides numerous links to other sits of interest to action researchers.

READING ONLINE
www.readingonline.org

The International Reading Assn. publises this electronic journal. It contains articles, monthly editorial features, ideas about applyng technology in literacy instruction, and onlin communities. Some articles are teacher reserch studies.

SELF-STUDY OF TEACHER EDUCATION PRACTICES
Herstmonceux Conference Papers, August 996.
educ.queensu.ca/projects/action_research/castle.htm

This site contains a collection of papers presented at the conference, conference notes, and other resources on action and teacher research. It was edited by Janet Richards, Univ. of Southern Missouri, and produced by Tom Russell, Queens Univ. and Alan Hyde of Hyde Publications, Bournemouth, UK.

SELF-STUDY OF TEACHER EDUCATION PRACTICES
Self-Study Special Interest Group, AERA, August 1998.
educ.queensu.ca/~sstep2/perselli.htm

Published papers presented at a gathering of this special interest group of the American Education Research Assn.

SWEARER CENTER FOR PUBLIC SERVICE
www.brown.edu/Departments/Swearer_Center/academics/action.shtml

This web site is supported by the Swearer Center at Brown Univ. in Providence, R.I. The Center believes action research is an effective, innovative way to connect academic study with vital concerns confronting the nation and world. The Center's web page provides a practical history of action research and resources for developing action research programs. The site includes links to action research projects at Brown and other web sites that involve work with action research.

TEACHER ACTION RESEARCH AT THE APPALACHIA EDUCATIONAL LABORATORY (AEL)
www.ael.org/rel/schlserv/tchrres.htm

AEL is a nonprofit, regionally-oriented education, research, development, and service institution. AEL supports teachers in the West Virginia region as they engage in action research. This site includes information on subscribing to an action research listserv, a searchable archive of discussion group messages, and description of action research supported by AEL.

TEACHER INQUIRER
www.bctf.bc.ca/inquirer/

This online forum allows teachers to share and read teacher research reports. The British Columbia Teachers' Federation supports it. Guest editors are invited. Links to other sites are also provided.

TEACHER INQUIRY COMMUNITIES (TIC)

www.writingproject.org/Programs/tic/index/html

TIC is a forum for developing and sustaining teacher inquiry communities at local sites. It was formed in 1999 and supported by the National Writing Project (NWP). The site includes a link to a TIC discussion group.

The NWP supports a number of other projects for teachers described at the new NWP home page location: www.writingproject.org.

TEACHER RESEARCH WEB SITE

www.olemiss.edu/cgi-bin/htsearch

This Univ. of Mississippi-maintained site highlights an index to current research projects and information about an annual teacher research conference.

TEACHER RESEARCHER NETWORK

www.fcps.k12.va.us/DIS/OSDT/tchrindex.htm

The Office of Staff Development and Training at the Fairfax County (Va.) Public Schools supports this web site. Access to articles about the network, the network newsletter, information on the annual conference, and an index of studies sorted by author or topic is available. E-mail addresses of authors are provided to access more information about individual studies.

XTAR

This telecommunications discussion group, maintained by Appalachian State Univ. in North Carolina, is designed to enable teacher researchers to share ideas with colleagues in schools and universities around the world. It is open to anyone involved in classroom inquiry. To subscribe, send a message to listserv@lester.appstate.edu. Skip the subject. Leave a message stating, "subscribe XTAR" and include your name. For help, contact William E. Blanton, blantonWE@conrad.appstate.edu.

Journals

ACTION RESEARCH INTERNATIONAL (ARI)

www.scu.edu.au/schools/gcm/ar/arhome.html

ARI is a refereed online journal of action research. It has a distinguished international editorial panel and is sponsored by the Institute of Workplace Research Learning and Development within the Graduate College of Management at Southern Cross University in Australia and by Southern Cross University Press. The journal consists of an electronic discussion list to which papers can be submitted for comment and a further list which carries papers on acceptance. For subscription and submission information, contact the journal through its web site and select "Action Research International."

DEMOCRACY & EDUCATION

www.ohiou.edu/ide

This magazine for classroom teachers is supported by the Colleges of Education of Ohio University, Athens, Ohio and National-Louis University, Evanston, Ill. *Democracy & Education* is the main editorial outlet of Ohio University's Institute for Democracy in Education (IDE) which also sponsors conferences and workshops and publishes curricular materials. For subscription and submission information, contact Institute for Democracy in Education, College of Education, Ohio University, 313 McCracken Hall, Athens, OH 45701-2979, (740) 593-4531 or e-mail: democracy@ohiou.edu.

EDUCATIONAL ACTION RESEARCH

www.triangle.co.uk/

This fully-refereed international journal is concerned with exploring the unity between educational research and practice. Triangle Journals LTD, Oxford, UK, publishes the journal three times a year. Subscription and submission information, other publications, related web sites, and journal contents are available at the Triangle Journals web site. Select "Educational Action Research." For more information, contact Triangle Journals LTD, PO Box 65, Wallingford, Oxford OX10 OYG, UK. Telephone: +44 (0) 1491-838013 or e-mail: journals@triangle.win-uk.net.

EDUCATION REVIEW

www.coe.asu.edu/edrev/

This is a journal of book reviews for recently published books in education. ER contains 16 departments covering the range of educational scholarship, and is intended to promote wider understanding of the latest and best research in the field. All articles are published online with current articles archived on the ER web page and disseminated via an e-mail distribution listserv, which can be subscribed to separately. The listserv also provides a forum in which participants can discuss recent reviews and the books they address. If the direct link to the page fails, access the site from the Arizona State University homepage at www.asu.edu, and select "Academic Programs, Main Campus, Education, CoE websites, Education Review."

FOCUS ON BASICS

www.gse.harvard.edu/~ncsall/index.html

This journal is dedicated to fostering constructive partnerships between research and practice. It is sponsored by the National Center for the Study of Adult Learning and Literacy (NCSALL), a collaborative effort between the Harvard University Graduate School of Education, and World Education, with partners at the University of Tennessee, Rutgers University and Portland State University. The journal is available online for free or as a paper copy for a minimal subscription cost. The web site contains subscription and submission information, access to a listserv, and an index to archived issues. For more information, contact the publishers at FOB@WorldEd.org or online through the NCSALL web page.

HARVARD EDUCATIONAL REVIEW

gseweb.harvard.edu/~hepg/her.html

This journal welcomes the writing of adults and students who have first-hand experiences with teaching and learning. Editors are interested in articles focused on what teachers have learned through their practice and/or research. For submission and subscription information, contact Harvard Education Publishing Group, 8 Story St., Fifth Floor, Cambridge, MA 02138, (800) 513-0763, fax (617) 496-3584, or e-mail: hepg@harvard.edu.

NETWORKS: ONLINE JOURNAL FOR TEACHER RESEARCH

www.oise.utoronto

This journal is designed as a forum for teachers' voices, a place where teachers working in classrooms, from pre-school to university, can share their experiences and learn from each other. It is sponsored by the Ontario Institute for Studies in Education (OISE) at the University of Toronto. Each issue has feature length articles and short reports of work-in-progress, book reviews, and discussions on current issues in teacher research. Notes for contributors, and access to current and preview issues for free online are available on the web page.

To submit articles, contact Managing Editor, NETWORKS, Department of Curriculum, Teaching and Learning, OISE, University of Toronto, 252 Bloor St. West, Toronto, ONT CA M5S 1V6. Or e-mail submissions to: networks-j@oise.utoronto.ca.

ONTARIO ACTION RESEARCHER

www.unipissing.ca/oar/

OAR is a refereed electronic journal for elementary, secondary, and university teachers. It is produced through a partnership of the Grand Erie District School Board, the Elementary Teachers' Federation of Ontario, and Nipissing University. Although it is primarily designed to serve the teachers in Ontario, readership and writing from elsewhere in Canada and the world are welcomed. New and archived issues are available free online. Criteria for submission are on the web page as well.

RETHINKING SCHOOLS

www.rethinkingschools.org

This is an independent journal written by parents, teachers, and education activists committed to achieving equity and social justice in public schools. Published by Rethinking Schools Limited, a non-profit, tax-exempt organization, it is listed in the Alternative Press Index. A one-year subscription is $12.50. Bulk order subscriptions are available at substantially reduced prices.

For more information, contact Rethinking Schools, 1001 E. Keefe Ave., Milwaukee, WI 53212, (414) 964-9646, fax (414) 964-7220. Send editorial e-mail to: rethink@execpc.com. Send subscription and business e-mail to: RSBusiness@aol.com.

TEACHING TODAY FOR TOMORROW

www.7oaks.org/ttt/

This journal is the work of a professional community that values dialogue, plurality and free expression of educational thought. The journal documents aspects of this ongoing professional conversation about learning and education. The Seven Oaks School Division, Winnipeg, Manitoba, Canada, publishes it online at no charge to readers. For submission information, contact the editorial committee by e-mail: ttt@elmo.7oaks.org

VOICES FROM THE FIELD

www.lab.brown.edu/voices/index.shtml

This interactive web site designed as a forum for telling stories of reform in the words of practitioners. It is developed and supported by the Northeast and Islands Regional Education Lab at Brown University. This free publication presents issues from the perspectives of teachers experiencing change, challenges and growth as education reform takes shape. Submissions of up to 500 words are invited. For more submission information and upcoming themes, visit the web site.

Collections of Practitioner Research Studies

ACTION RESEARCH AT QUEEN'S UNIVERSITY

www.educ.queensu.ca/~ar/

The Faculty of Education at Queen's University, Kingston, Ontario, Canada, have developed a collection of action research by experienced and pre-service teachers and placed it on a web site. Resources in action research and links to similar sites are provided.

ALASKA TEACHER RESEARCH NETWORK

There are three volumes of the collected work of network teachers, entitled, *The Far Vision, The Close Look* (1990, 1992, and 1994). To order, contact Shirley Kaltenbach, University Park Elementary School, Fairbanks North Star Borough School District, Box 83094, Fairbanks, AK 99708, (907) 455-6239, or upkfsak@northstar.k12.ak.us or Terri Austin at tla@ptialaska.net

CASAS OAR DATABASE

www.casas.org

This collection of online action research (OAR) reports and summaries written by adult education practitioners in the United States is part of a project the U.S. Department of Education has awarded to the Pelavin Research Institute in conjunction with the Comprehensive Adult Student Assessment System (CASAS). CASAS, a non-profit organization, is responsible for developing a national action research network and database for adult educators. The OAR project is an opportunity to share results of action research with other professionals in adult education, network with other adult educators doing action research, and contribute to the growing collection of action research in adult education. Studies can be searched by state, topic, or research setting. Learn more about OAR, how to use the database, and how you can submit studies by visiting the CASAS web site, selecting "Research & Development," then "OAR home."

CRESS CENTER TEACHER RESEARCH STUDIES

The Cooperative Research and Extension Services for Schools Center (CRESS), at University of California-Davis, has published a series of anthologies of selected studies entitled *Windows on Our Classrooms 1-8* (1988-1999). Some of these publications are dedicated to particular content areas such as writing or science and math; others are collections of outstanding studies.

To order, contact Pam Castori, coordinator for teacher research, CRESS, Division of Education, University of California, Davis, CA 95616-8729, fax (530) 752-6135, or e-mail: pscastori@ucdavis.edu.

FAIRFAX COUNTY (VA.) PUBLIC SCHOOLS

www.fcps.k12.va.us/DIS/OSDT/tchrindex.htm

To access these studies, begin with a bibliography of abstracts entitled, *Teaching, Learning, and Collaborative School Planning, A Bibliography of Indexed Abstracts of Articles and Studies by Fairfax County Teachers and Administrators*, which contains information about

studies or articles written since 1985 as a result of teacher-researcher and collaborative groups in Fairfax County schools. This compilation is largely the work of Marion MacLean and Gretchen Portwood. To order a copy, contact Fairfax County Schools, Office of Research and Policy Analysis, Walnut Hill Center, 7423 Camp Alger Ave., Falls Church, VA 22042. Once you have located an article you want to read, contact the librarian at the Fairfax County Public Schools Professional Library at Fairfax High School (703) 503-7420. Also, search studies by author or topic on the web site and contact the author for more information by e-mail.

INITIATIVES FOR EDUCATIONAL TRANSFORMATION (IET)

IET publishes individual and collaborative teacher research studies produced in the Master in Education program at George Mason University.

To learn more, contact Sharon Gerow, director, Teacher Researcher Center, c/o IET, George Mason U-Prince William, 7946 Donegan Dr. Manassas, VA 20109, (703) 993-8320, or e-mail: sgerow@gmu.edu.

MADISON METROPOLITAN SCHOOL DISTRICT CLASSROOM ACTION RESEARCH STUDIES

A publication of abstracts titled *Voices from Madison: Issues and Ideas from Inside Schools, School Practitioners Speak Out on Teaching, Learning and Knowing* is the place to begin locating teacher studies completed by Madison, Wisc. teachers. This publication includes a searchable index of abstracts for classroom action research studies completed by Madison teachers since 1990. *Voices* is available in hard copy from the school district, or online at: madison.k12.wi.us/sod/car/abstract/htm

After selecting abstracts of interest, full studies are available as a collection from each action research group. Groups are formed around either roles in schools (e.g. principals, library media and technology), or grade level (e.g. elementary, middle, and high school), or issues of interest to teachers and the school district (e.g. integrated curriculum, race, class and gender, English as a second language, meeting the needs of all learners). There are currently more than 25 volumes available for a nominal copying fee, each containing 4 to 10 individual studies. To order volumes of studies, contact Cathy Caro-Bruce, Staff & Organization Development, Madison Metropolitan School District, 545 W. Dayton St., Madison, WI 53703, (608) 266-6456, or e-mail: ccaro-bruce@madison.k12.wi.us

An additional 15 studies focused on the use of the Logo software are available from the Madison Logo Action Research Collaborative. To order those, contact Nan Youngerman, Crestwood School, Madison Metropolitan School District, (608) 231-4550.

ST. LOUIS ACTION RESEARCH COLLABORATIVE, "SHOW ME" ACTION RESEARCH DATABASE

info.csd.org/WWW/resources/arc/arc/html

For more information on the Collaborative, see Practitioner Research Networks. Selected reports are available.

Newsletters

ACTION RESEARCHER

www.uea.ac.uk/care.carn

This newsletter of the Collaborative Action Research Network (CARN), an international network committed to supporting and improving quality of professional education practice, is available online. Subscription and submission information available online.

Price: No cost online.

TEACHING VOICES

The Massachusetts Field Center for Teaching and Learning newsletter by, for, and about teachers features a teacher research column and hosts an annual writing workshop for teachers to work on either personal or research-related writing. Opinions, ideas, commentaries or anecdotes from teachers are welcome.

Price: No cost.

To subscribe, call (617) 287-7660, fax (617) 287-7664, or e-mail: ma_field_ctr@umb.

Send submissions to: *Teaching Voices* submissions, Massachusetts Field Center for Teaching and Learning, University of Massachusetts-Boston, 100 Morrissey Blvd., Boston, MA 02125.

THE NETWORKER

This publication by, for, and about teacher researchers in and around Fairfax County, Va., is supported by the Fairfax County Public Schools Office of Educational Planning Services.

Price: No cost.

Submissions are only accepted from Fairfax County teachers. Send subscription requests and other comments and questions to Rita Wright Johnson, Franklin Middle School, 3300 Lees Corner Rd., Chantilly, VA 20151 or email: pjrj@crosslink.net

PDRN/RI UPDATE

www.brown.edu/Departments/Swearer_Center/Literacy_Resources/pdrn.html

This online publication is published by the Practitioner Dissemination and Research Network (PDRN) as a quarterly bulletin.

Price: No cost online.

VOICES FROM THE CLASSROOM

This newsletter is published by the Center for Cooperative Research and Extension Services for Schools (CRESS) Teacher Research Community, University of California-Davis.

Price: No cost.

To be put on the mailing list or send submissions, contact Pam Castori, teacher research coordinator, CRESS, One Shields Ave., Davis, CA 95616-8729, (530) 752-4284 or pscastori@ucdavis.edu.

Funding Sources in Support of Action Research

ASSOCIATIONS UNLIMITED

www.galenet.com

Provides descriptions of more than 144,000 nonprofit membership organizations of international and U.S. national, regional, state, or local scope of interest, including professional societies, trade associations, and more. If searched skillfully, this database can sometimes be effective for locating funding for diverse types of projects and interests. Produced by Gale Research.

FOUNDATION CENTER COOPERATING COLLECTIONS

www.fdncenter.org

Provides authoritative information on foundation and corporate giving. There are five primary centers in New York, Washington, D.C., Atlanta, Cleveland, and San Francisco, and cooperating collections in libraries, community foundations, and other nonprofit agencies that provide a core collection of publications. The foundation maintains a database that is useful for finding specific funders and grant-making trends in selected areas. It contains thousands of bibliographic citations and abstracts to numerous resources indexed by the Foundation Center staff.

For information, call (800) 424-0094.

GRANTS FOR INDIVIDUALS: ELECTRONIC RESOURCES

www.lib.msu.edu/harris23/grants/3electro.htm

Provides comprehensive database of grants available to individuals that are organized by population groups, academic levels, and subject. It is an excellent site from Michigan State University Library's librarian, Jon Harrison, Foundation Center cooperating collection supervisor.

INTERNATIONAL READING ASSN.'S TEACHER AS RESEARCHER GRANT

Supports classroom teachers in their inquiries about literacy and instruction. Grants will be awarded up to $5,000, although priority will be given to smaller grants of $1,000 to $2,000 in order to support as many teacher researchers as possible. Completed applications are due Oct. 15 each year. For application guidelines, contact the Research & Policy Division, International Reading Assn., 800 Barksdale Rd., P.O. Box 8139, Newark, DE 19714-8139, (302) 731-1600 ext. 226, fax (302) 731-1057.

NATIONAL COUNCIL OF TEACHERS OF ENGLISH (NCTE)

Awards grants of up to $2,500 to support teacher research on student learning in classrooms. The teacher researcher program has existed since 1984. Recipients are encouraged to submit articles describing their work to appropriate journals, including *Research in the*

Teaching of English, Language Arts, and *English Journal.* NCTE Research Foundation Trustees sponsor programs featuring teacher researchers at NCTE's annual convention and spring conference.

For more information, contact Project Coordinator, NCTE Research Foundation, NCTE, 1111 W. Kenyon Rd., Urbana, IL 61801-1096, (800) 369-6283, ext. 3610.

SPENCER FOUNDATION PROGRAM FOR PRACTITIONER RESEARCH

Provides opportunities for action researchers to receive financial support for their inquiries. There are both small grants and a larger grant program.

For more information, contact Spencer Foundation, 900 N. Michigan Ave., Suite 2800, Chicago, IL 60611-1542, (312) 337-7000.

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